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when he tells us that "intuitions are given by (God) as the result of objective evidence" (p. 45)? And his logic is equally faulty.

The reviewer's only excuse for using so much space in his notice of this book is that by frank dealing others may be saved from spending on it the time necessary to puzzle out the meaning, only to discover that the book as a whole means nothing. How the publishers could receive such a volume passes understanding. If a suspicion raised many times in the reviewer's mind be incorrect, if this book be not an astute and clever parody of theological ratiocination (with occasional unintended lapses into lucidity), it takes high rank among the direst examples of lamentably ignorant theological work ever offered to a suffering public.

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Modern Methods in Sunday-School Work. By REV. GEORGE WHITEFIELD MEAD. New York: Dodd, Mead & Co., 1903. Pp. xxiv + 376. \$1.50, *net*.

In this volume the author presents a description of methods of Sunday-school administration in actual use among schools of various denominations, in widely separated localities, and under very diverse conditions. In a sense, therefore, the work may be regarded as a kind of composite picture of existing conditions in the Sunday schools of the more thriving and enterprising sort throughout the country. At first glance, the situation would seem to be one of absolute chaos, in which there is an almost utter absence of agreement as to what is the end and aim of the Sunday school, and as to the means through which it is to be reached. Upon one point only is there unanimity: there is general recognition of the pressing and vital need that the Sunday school be made a more effective agency, with respect to both the quantity and the quality of its work; and this conviction, generally shared, constitutes perhaps the most hopeful feature of the situation as it exists at present.

Regarded from this point of view, the work before us becomes an instructive, suggestive, and often striking presentation of the facts. Although not itself a critical study, it does furnish, to a certain degree, the basis for such a study, and the reader gains from the book the impression that the conditions are not so hopelessly chaotic as they at first appeared. The Sunday school is in a state of evolution toward,

let us hope, a much higher type of effectiveness. For some time the specialists in fields of biblical research, in psychology, and in pedagogy have been presenting to Sunday-school workers the results of their investigations, and the methods described in this book represent the attempts along various lines to put these ideals into practice.

Thus it appears that schools are found in all stages of development; some are still in the "uniform lesson" stage, some are passing through the period of "supplemental lessons," while others have already arrived at the goal represented by the completely "graded curriculum." The attentive reader may find here many valuable suggestions as to how this path may be traversed, not only without loss, but with distinct and constant gain to the school. He will find here abundant details as to courses of instruction in actual operation, as to methods of grading, as to ways of providing pupils with lesson material and teachers with needed assistance, as to devices for securing interest, regularity in attendance, and faithfulness in performance of assigned tasks on the part of pupils, with plans for encouraging a more active and intelligent participation by them in all the life and work of the church, such as church attendance, benevolences, missions, and worship, as well as the more general matters affecting organization of the school, its equipment, home departments, teachers' meetings, and the theory of teaching—all described with a wealth of illustrative material in the form of facsimiles of invitations, report cards, certificates, rolls of honor, etc., collated with painstaking care.

As to the practical value of some of this material, there may be a difference of opinion. One could wish that it might not be necessary in most schools to resort to the evanescent schemes for securing attendance and faithfulness which seem in themselves the confession of pathetic failure to interest the pupil in the actual work of instruction. No doubt these represent a frantic attempt to accomplish what can be accomplished only by a fundamental and radical remodeling of the whole system, and the day is rapidly coming when improved methods of teaching, and especially more general provisions for enabling teachers to become better equipped, will make the temptation less strong to waste so much valuable time, money, and energy upon mere sentimental nonsense. But in the progress toward this end each school must work out its own salvation and discover its own path away from the present wilderness into the land of promise which all long to enter. To those engaged in this task this book will render a timely assistance.

BENJAMIN S. WINCHESTER.

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